



## Behaviour Policy

Our aim is to develop a more positive focus on improving our pupils' engagement, motivation and well being.

**BEDWELL PRIMARY SCHOOL**

Bedwell Crescent,  
Stevenage, Herts, SG1 1NJ

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## Code of Conduct

We believe that our School should be a happy, safe, inclusive environment in which children can learn. Our six Golden Rules support us in achieving this aim.

**We are gentle**

*We don't hurt others*

**We are kind and helpful**

*We don't hurt anybody's feelings*

**We listen**

*We don't interrupt*

**We are honest**

*We don't cover up the truth*

**We work hard**

*We don't waste our own or others' time*

**We look after property**

*We don't waste or damage things*

These rules permeate through our curriculum, assemblies and our interaction with the children.

# Rights and Responsibilities

Children have a right to learn and teachers have a right to teach.

## Responsibilities of Children:

- To follow the *Golden Rules* to the best of their ability
- To treat adults and other children with respect and politeness
- To help to make the school a clean and pleasant place to be
- To do as they are asked by all adults in the school
- To take increasing responsibility for their own learning and behaviour

## Responsibilities of Staff:

- To treat all children fairly and respectfully
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To enable each child to do their best

## Responsibilities of Parents/Carers:

- To ensure children arrive on time for school and ready to work
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school
- To encourage respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievements
- To encourage children to talk about school and listen to what they have to say each day

## Responses to Positive Behaviour

At Bedwell we believe that good behaviour stems from positive reinforcement, modelling and praise. Our reward system is a pivotal part of the School, in which children are rewarded for perseverance, demonstrating good learning behaviour, teamwork and originality.

### Our Merit System

The children from Year 1 to Year 6 are given classpoints for:

- Completing a piece of work which shows they have achieved the Learning Objective.
- Positive interactions with other children, demonstrating teamwork, support or encouragement.
- For showing that they are ready, organised and keen to learn (for example reading regularly at home).

These classpoints are collected on a classpoint chart which is displayed in every classroom. For every five classpoints the child earns, they receive a Bedwell Merit. Merits are collected in a card. For every five Merits, they receive a Bedwell House Point (every child in the School is in one of four houses).

The children work through this system, achieving Bronze, Silver, Gold, Platinum, Diamond and Alexandrite certificates when they have reached a set number of House Points. These certificates are given out during our Monday Celebration Assembly. At the end of each term, all the House Points are added-up, towards an overall House total. The winning house receive the House Point Cup.

Merits are also given out for:

- An outstanding piece of work, above that child's usual level.
- Accurately completed homework tasks.
- Putting others before themselves.
- Sporting achievements in local leagues.

House Points are given, on a rare occasion, for:

- An extensive project.
- A sustained contribution to a school production or sports team.

## **Golden Time**

Golden time is directly linked to our Golden Rules. It is earned by adhering to Bedwell's six Golden Rules. During Golden Time, each class selects five activity boxes from the Golden Time store, which is solely used for this special time. Activity boxes contain a range of toys, games and equipment which the children have selected through School Council (such as radio-controlled cars, board games and craft resources) and the children sign-up for one of these activities. Children who have all their Golden Time get to choose first.

Every classroom in Year 1-6 displays a large Golden Time banner, showing how much Golden Time every child in the class has, alongside their photo. All children start the week with 40 minutes Golden Time. They can lose it for breaking any of the Golden Rules. Children are given a positive reminder (eg. "We are kind and helpful in our School"); if the behaviour continues, they are given a firm warning ("If you continue to do ... you will lose..."); if the child continues to exhibit the behaviour, they are asked to move their photo down the Golden Time ladder. Lost time can be earned back for minor misbehaviour at the teacher's discretion. Larger increments of time are removed consistently throughout the School for:

- Disruptive behaviour
- Non-completion of homework
- Not having PE kit

Children who have lost Golden Time are recorded on a class sheet and are sent to a member of SMT for the duration of their lost Golden Time. During this period, the children complete a form, explaining which rule they broke and how they intend on keeping it next week. Once this form is complete, the children write-out tables or number facts until their time is over, at which point they return to their room and join in with the remainder of Golden Time, signing up for the activities which are left.

## **Privileges**

We really believe in developing positive role-models to set an example to younger children. Therefore, Year 6 have an additional tier in our rewards structure. Instead of receiving Golden Time on Fridays, they are able to take part in a range of privilege activities (such as games consoles, snooker, air hockey, table tennis and access to the ICT Suite). These activities are also available during lunchtimes. To earn these privileges, Year 6 must set a positive example to younger pupils and support staff by giving up their own time to help around the School. Children who exceed this expectation are rewarded with the title of Prefect, which entitles them to do privileges every day.

### **Star of the Week**

Children who have impressed the staff through perseverance, demonstrating good learning behaviour, teamwork or originality are rewarded by a Star of the Week certificate. Each class will have one or two pupils who receive these certificates, which are awarded in Celebration Assembly. The child will be asked to show the work or explain the act that has earned them the certificate.

### **Golden Tickets**

Children who consistently adhere to the Golden Rules and demonstrate positive learning behaviour within their classrooms are rewarded with a Golden Ticket from teaching and support staff (children can receive more than one Golden Ticket if referred by more than one member of staff). These Golden Tickets go into a tombola, from which a winner is randomly chosen every term. The winner receives a substantial prize, such as bowling or cinema tickets.

## Responses to Negative Behaviour

At Bedwell, we believe it is every adult's role and responsibility to ensure an early response to negative behaviour, when behaviour has progressed from a stable state and is heading towards escalation.

### GRAPH

Swift intervention through:

- positive phrasing
- non-threatening body language
- a firm but non-aggressive tone
- reminders of prior success
- clear expectations
- limiting choices
- adapting activities through appropriate differentiation
- **disempowering the behaviour (eg. "You can listen from there", "Let me know when you're ready to talk to me")**

At Bedwell we teach positive behaviour via a system of logical sanctions, designed to teach children that there is a consequence to inappropriate behaviour, and that they are responsible for their own actions.

### Level 1

#### **Examples of inappropriate behaviour at this level**

Shouting out, failing to keep on task, talking when the teacher is, unkind remarks, bad language (one off), telling lies, pushing in the line, not putting on plimsols

Children can lose Golden Time for breaking any of the Golden Rules.

Children are given a positive reminder (eg. "We are kind and helpful in our School"); if the behaviour continues, they are given a firm warning ("If you continue to do ... you will lose..."); if the child chooses not to correct their behaviour, they are asked to move their photo down the Golden Time ladder.

A record of this lost Golden Time is kept by the Key Stage leader (Michelle Nichols, Clare Livingstone or David Roberts) and collected weekly. This record is shared by staff at parents evening, and if specific incidents are frequently occurring, teachers will exploit opportunities to promote educational consequences, which encourage the children to behave in a positive manner. Parents will be asked to meet with the class teacher to discuss frequently occurring issues.

## Level 2

### **Examples of inappropriate behaviour at this level**

Rudeness to staff, distracting others from learning, deliberately damaging resources, spoiling others' work

A child is moved to another area within the classroom to work in isolation, and is told, "This behaviour is unacceptable in our school." Ten minutes of their Golden Time is removed. If the child has no Golden Time at this point, this time is taken from their playtimes.

Incidents of Level 2 behaviour are recorded on a Level 2 incident form, which are given to Key Stage Leader at the end of the session. If specific incidents are frequently occurring, parents are asked to meet with the Key Stage Leader to discuss the issue, and the child is put on Level 2 Report, requiring them to report to the Key Stage Leader every lunchtime and at the end of every day, until they have a clear week.

## Level 3

### **Examples of inappropriate behaviour at this level**

Refusing to follow an instruction given by any member of staff, incidents of aggressive behaviour, abusive language

The child is sent to work in the Key Stage Leader's class, and is told, "This behaviour is unacceptable. Here is the work I expect to be done, and your parents will be told at the end of the day about this incident." The child will be sent with a note, accompanied by another adult or responsible child. The child remains out of class for the entire session. Twenty minutes of their Golden Time is removed.

Incidents of Level 3 behaviour are recorded by the Key Stage Leader on CPOMS. The Head Teacher or Deputy Head will contact the parents / carers at the end of the school



day. If another incident of Level 3 behaviour occurs within two weeks, the child is placed on a Level 3 Report, requiring them to report to the Deputy Head every lunchtime and at the end of every day, until they have a clear week.

A child on Level 3 Report will not be allowed to participate in any extra-curricular activities or represent the school at any sporting event.

#### Level 4

##### **Examples of inappropriate behaviour at this level**

Fighting, racist or other discriminatory comments, vandalism / extreme damage to school property, serious incidents of aggressive behaviour, forming gangs, bullying, leaving the premises without permission

The child is sent to the Headteacher, and is told, "Your behaviour is totally unacceptable and will not be tolerated in this School." The child will be sent to Mrs Moore (Headteacher), accompanied by the class teacher. If the Headteacher is not on site, the child is sent to the Deputy Head. The child remains out of class for the entire morning or afternoon session, and is isolated outside the Headteacher's office. No adults (other than the Headteacher) will communicate with the child. The child will be kept in over playtime and lunchtime. Forty minutes of their Golden Time is removed.

The incident will be recorded on CPOMS, and the parents will be informed via telephone and in writing. The child is placed on a Level 4 Report, requiring them to report to the Headteacher every lunchtime and at the end of every day, until they have a clear week.

Immediate action will be taken by the Headteacher in the case of any serious incident. This could include short term or permanent exclusion.

If the child is choosing not to improve their behaviour at the end of a Report Card period, they automatically move to the next level.

## Playground and Lunchtime Behaviour

Following our Code of Conduct, we expect our children to behave well at all times - both in the building and at playtimes. We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy. We also recognise that the best way to manage behaviour is to be **proactive rather than responsive, intervening** in Level 1 behaviour **before it escalates** further. Lunchtime staff are expected to demonstrate how to play in a positive manner, by joining in and initiating games.

### Level 1

#### **Examples of inappropriate behaviour at this level**

Bad language (one off), being unkind to other children, not looking after school property, playfighting

Children are given a positive reminder (eg. "Please play nicely with each other"); if the behaviour continues, they are given a firm warning ("If you continue to do ... you will be asked to go into the Timeout Area"); if the child chooses not to correct their behaviour then they will be asked to go to the Timeout Area for five minutes.

Once the child has spent five minutes in the Timeout Area, the adult will speak to them and say, "We play sensibly with each other. I don't want to see you doing ..... again. Do you think you can do that?" If the child says no, they should move to Level 2. if the child says yes, ask them if they would like to join the other children for playtime.

## Level 2

### **Examples of inappropriate behaviour at this level**

Rudeness to staff, deliberately damaging property, disrupting someone else's game, continuing behaviour after already being given a Level 1 timeout

Children are sent in to sit in to sit outside the staffroom until their class teacher is available to speak with them. A Sanction Notelet is sent to the class teacher with another child, specifying what they have done. The incident will be dealt with by the child's class teacher before the beginning of the next session, and the teacher must fill in the Playtime Incident Log that day.

## Level 3

### **Examples of inappropriate behaviour at this level**

Refusing to follow an instruction given by any member of staff, incidents of aggressive behaviour, abusive language

Lunchtime staff will send for the Key Stage Leader, SENCo or Deputy Head, who will deal with the incident and complete the Playtime Incident Log. Parents will be notified of the incident at the end of the School day, and a decision will be taken if the child will receive their playtimes and lunchtimes for the rest of the week.

## Level 4

### **Examples of inappropriate behaviour at this level**

Fighting, racist or other discriminatory comments, vandalism / extreme damage to school property, serious incidents of aggressive behaviour, forming gangs, bullying, leaving the premises without permission

Lunchtime staff will send for the Headteacher, who will deal with the incident, complete the Playtime Incident Log and record it in CPOMS. Parents will be notified of the incident by telephone and in writing.

Immediate action will be taken by the Headteacher in the case of any serious incident. This could include short term or permanent exclusion.

## Children with Special Educational Needs

We are an inclusive school. We expect all of the children in our school to follow the Golden Rules. However, this may be more difficult for some children at certain times. Some children may not comprehend the rules and structures of the School and will be given additional support to enable them to meet expectations.

Children with behavioural difficulties at School Action, School Action Plus or with a statement may:

- Have regular meetings with the teacher, SENCo and parents / carers
- Have targets for improved behaviour on their IEP
- Receive support from counsellors, family support workers and the SENCo on Protective Behaviours and developing positive relationships
- Have an Individual Behaviour Plan

Teachers will use their professional judgement when managing the behaviour of such pupils, and as much as possible the Four Level system will be adhered to.

## Physical Contact

No adult should handle a child unless they have received the necessary training. Other children or adults in harm's way should be removed or leave the area immediately. The Headteacher must be called for immediately. Only in extreme circumstances, if a child is in immediate danger, should a child be restrained.

## Appendix 1 - Useful Strategies

### **Public praise and private criticism**

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle so praise should be descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

### **Acknowledging feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

### **Give them a choice**

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

### **Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

### **Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

### **Scan the classroom**

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task.. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

### **Listen to children**

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings.. "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

### **Maintain frequent contact**

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

### **Preempt disruptive behaviour**

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

## **Be aware of yourself**

When dealing with disruptive incidents, consider the following:

- your position in the class
- your proximity in the class
- your facial expression
- your tone of voice
- your posture
- your choice of words
- the use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

## **Catch them being good**

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

## **Circle Time**

Each class has a Circle Time once a week. The purpose of this is to make each child feel a more valued and committed member of the class. Through shared discussion and co-operation games and activities, each child has the chance to contribute and should feel listened to.

## **School Council**

This is an opportunity for children to raise school issues and to have a voice in the running of the school. The elected members of the school council meet each half term with the Headteacher to thank others, raise concerns and discuss issues.